

**THE IMPLEMENTATION OF JIGSAW IN TEACHING NARRATIVE TEXT
AT THE SECOND YEAR SMP NEGERI 2 NGADIROJO
IN 2009/2010 ACADEMIC YEAR**



RESEARCH PAPER

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department

by

ANDRIANA KRIS BINTARI

A 320 060 123

**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2010

CHAPTER I

INTRODUCTION

A. Background of the Study

Communication is one of essential needs for human being. Language is the tool for communication which played an important role to reveal the intention to somebody else. The language can be expressed in spoken and written form. There are some elements in communication, such as speaker, hearer, and the media that are used in communication.

Speaking is the most important skill, because one of the keys in English communication is speaking ability. If the students are speaking English very fluently, they can carry out conversation with others, give ideas and exchange the information.

English language is not only taught and learned, but also it is used as a habit. Today, English is not only taught in big cities but also in villages. English speaking is taught in all junior high schools in Indonesia. The students should be taught how to speak. The aspects of the English speaking skill that should be given and studied in English speaking class are pronunciation, vocabulary, grammar, fluency, accuracy, and comprehension.

As we know, there are many junior high schools which still use the traditional technique in teaching speaking, teachers just give the materials and explain them, then the teachers give example and give exercises. This is not an effective technique because most of the students are bored and need much time to be able to master English speaking especially in communication and conversation. So, the

researcher will use the other technique that can improve the student ability in English speaking especially narrative text. One of the techniques is Jigsaw; it is focused in group working that is able to build the students' bravery and communication ability with other people or friends. By using jigsaw the students can share, retell story or discuss in English language in their groups and also give opinion or response to the other students.

There are many problems in teaching speaking, especially in teaching narrative text. First, it relates to the condition of the students who lack of vocabulary that will take them unable to say word during speaking in the class. Second, most of the students are not confident or shy to speak in front of the class. Third, the students often use Javanese language in the class.

Those problems are faced by students in SMP N 2 Ngadirojo, sometimes the teacher cannot control the class and the students always speak in Javanese language in the class. The main problem is the way to manage the class during the teaching learning; the teacher should make the students interested in material. It needs hard work for getting the students attention and speaking ability.

In teaching speaking there are some principles of the teaching speaking. First is helping students to overcome their initial reluctance to speak, encourage, provide opportunity and start from something simple. Second is asking students to talk about what they want to talk. Third is asking the students what they are able to talk. Fourth is providing appropriate feedback. Fifth is combining speaking with listening and speaking. The last is incorporating the teaching speaking of speech act in teaching speaking.

Based on the principle of jigsaw, Jigsaw has criteria as a technique to teach speaking. The researcher and the English teacher in SMP 2 Ngadirojo tried to find the solution by using jigsaw in teaching speaking because jigsaw is a cooperative learning technique that reduces radical conflict among students, promote better learning to improve students' motivation, an increase enjoyment of learning experience often using jigsaw. Beside that, this technique can build the student ability to communicate and share their opinion. If they feel shy or not confident to share their opinion or ask the question to the teacher, the students can ask question and share with their friends who are cleverer than the others in a group. This technique focuses in group work; working in group is believed to solve the problems. The students who can speak in a large class will be more comfortable and can speak in smaller group. Group member can complete each other's strengths and weaknesses in English. Each student has a different background and ability in speaking English. The writer hopes that that technique can be a relevant technique to give solution to the problem of speaking skill especially in speaking narrative text.

From the above explanation, the writer would like to specify her research especially in teaching narrative text by using jigsaw. Using jigsaw the teacher is able to motivate the learner and the writer is interested in doing a research about The Implementation of Jigsaw in Teaching Narrative Text at the Second Year of SMP N 2 Ngadirojo.

B. Problem Statement

In this research, the researcher states following problems:

1. How is the implementation of jigsaw in teaching narrative text at the second year of SMP N 2 Ngadirojo?
2. Does jigsaw improve speaking ability especially in narrative text at the second year of SMP N 2 Ngadirojo?

C. Limitation of the Study

The researcher focuses on process and result of implementation of jigsaw in teaching narrative text at the second year of SMP N 2 Ngadirojo in 2009/2010 Academic year.

D. Objective of the Study

The objectives of this study are:

1. To describe the implementation of jigsaw in teaching narrative text in SMP N 2 Ngadirojo.
2. To describe whether jigsaw can improve the students' speaking ability especially in narrative text.

E. Benefit of the Study

The benefits of this study are:

1. Theoretical Benefit
 - a. The result of the research can be used as an input in teaching learning process especially in speaking skill.
 - b. The result of the research can be used reference for those who want to conduct a research in teaching speaking.

2. Practical Benefit

- a. The students are motivated in mastering speaking skill and good pronunciation.
- b. This study can be used by the teacher to provide the better technique or method for teaching speaking in Junior High School.

F. Research Paper Organization

The writer organizes this research paper in order to make the readers easily understand the research paper. The following shows the content covered in this research paper.

Chapter I is introduction. This chapter explains the background of the study, problem statement, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II presents review of related literature. It covers previous study, notion of teaching, notion of teaching speaking, and technique for teaching speaking, theoretical framework, action hypothesis, theoretical framework.

Chapter III presents research method. It covers type of the research, research procedure, subject of the study, object of the study, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV presents the result of the study and discussion.

Chapter V deals with conclusion and suggestion.